Organization of the work of a psychologist to identify emotional disorders in pre-school children

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Abstract.

In this article, problems of emotional disorders in preschool children are considered. Particular attention is paid to the development of fears, anxiety, aggression at this age stage. Main features of the development of the child at this stage are analyzed, the reasons for the difficulties that arise in the process of raising children, the problems that arise due to the types of incorrect education. On the basis of the diagnostic examination, the author identified a group of children for whom a corrective program was developed aimed at working with fears, anxiety, aggressive behavior, using psycho-technical exercises, game assignments, and also using projective techniques, metaphorical associative maps, techniques - "Expanding the picture", which allows not only to identify the presence of problems in children, but also to adjust their further interaction with children and adults. This technique, combined with the child's play activity, allowed the author to address the psycho traumatic situation, excluding the possibility of repeated or new traumatization, which undoubtedly created the conditions for safe search and modeling of the solution of a particular problem.

During the pilot study, the author identified the relationship between the characteristics of family education and the presence of emotional and behavioral disorders in children of this age, and also substantiated the idea that timely detection and impact on the causes leading to possible psychological trauma, the introduction of pre-school the establishment of correctional and psycho-prophylactic programs will create conditions for the favorable development and formation of children and the safe preparation for stake.

Keywords. *Aggressive behavior, preschool child, correction, metaphorical maps, fears, anxiety*.

Introdction

In the era of ubiquitous globalization and the integration of all spheres of human knowledge, it is difficult to do the research without psychological knowledge. The future of our children is closely related to the extent to which parents correctly approach

their upbringing, and also how timely the psychological problems that a child develops at each age stage of his development will be identified and overcome.

Today, a huge number of tests, projective, and drawing techniques are available for psychologists in order to explore various spheres of the personality. For instance, cognitive processes, emotional-volitional sphere, relationships in a group and a team, readiness for school, identify abilities, identify psychological problems.

The relevance of the study is determined by the growing need to improve the professional and personal qualities of a practical psychologist, as well as the development of a comprehensive program for psycho-diagnostics and psycho-correction of children of a particular age group. Certain aspects of the problem of interest to us, of course, were touched upon in the work of teachers, psychologists, and doctors. It should be noted that today there are already in the arsenal of psychologists specific methods of distinguishing children by groups when placing them, both in ordinary and in special educational institutions. The time has passed when there was no psychologist in schools, today every educational institution has a staff of a psychologist, but to this day the problem of organizing a large-scale, comprehensive study of children of each age group presents certain difficulties, which makes it impossible for psychologists to timely conduct both correctional, and preventive work. This fact hinders the implementation of activities necessary to provide psychological assistance to a specific category of children, and leaves unresolved the issue related to the problem of early correction of existing shortcomings, both in the behavior and emotional sphere of the children of a pre-school institution. Certain tasks stand both before the general and special psychology, both in terms of development and implementation of existing psychological methods of researching specific moments of cognitive activity of children, especially in the dynamics of its development and qualitative analysis.

This research does not aim to identify and correct violations in the behavior of children whose mental state is beyond the norm. This aspect borders on another branch - medical psychology. We have tried to touch on certain issues related to early diagnosis and correction of problems that arise in children whose mental health is in the norms of the norm, having certain difficulties, manifested at various levels, both in the family and in the pre-school educational institution. The use of psycho-correctional programs will allow timely prevention of existing shortcomings in the behavior of the child, which can subsequently harm his mental health. In addition to the above, the urgency of the problem under investigation is related to the need for compulsory introduction of not only the staff of a psychologist into preschool institutions, but also the justification for the need for introducing a valeologist and a social pedagogue into the work of a preschool institution, strengthening the work of a psychologist in diagnosis, prevention and psycho-correction of children's behavior at the stage of preparation for school.

Methods.

The essence of our research was the study of interrelated issues of the formation and development of the personality in ontogenesis, the timely detection of violations in the behavior and mental development of the child. At the beginning of the work, the plan and tasks of the survey were outlined. The particular interest was initially assigned precisely to the possibility of influencing the child's mental health, rendering

timely assistance, preventing undesirable phenomena at every age stage. An experimental study was conducted in the city of Baku, on the basis of several preschool institutions.

The purpose of the first stage was preliminary acquaintance, information gathering, selection of the participants of the correctional group on the basis of diagnostic procedures. At the second stage it was supposed to conduct psycho correctional exercises with children and parents, both in the group and individually. At the third - the final stage - checking the effectiveness of the correctional program, analyzing and comparing the results.

The subject of the study was emotional and behavioral disorders with preschool children. As research methods we chose the following: observation, natural experiment, testing, longitudinal study method.

The information was used in research: a conversation about fears (a modification of the technique of A.I. Zakharov) [15, p.48]; projective methodology "What I dream terrible or what I'm afraid of during the day" [15, p.86]; the technique of "Drawing a family" (Homentauskas G.T.) [38]; the questionnaire of the parental relationship A.Ya. Varhygi and V.V. Stoilin (for the diagnosis of the parental position in relation to the child) [29, p.236-242]; questionnaire "Analysis of family relationships" by E.G. Eidemiller [42, p.600-605], a set of metaphorical associative maps "My fear!" (author's deck, compiled on the basis of national fairy tales), author's psychocorrection program for p. b) with emotionally unbalanced, aggressive, shy, locked children, content analysis for the processing of test results; methods of mathematical statistics (the SPSS program was used).

Literature Review.

Various aspects of this problem are reflected in the work of prominent educators, psychologists, neuropathologists, psychiatrists, psychotherapists, in their theoretical studies and experimental development. A number of authors stop their views on the diagnosis of disorders and abnormalities of mental development (A.N. Leont'ev [23], V.V. Lebedinsky, O.S. Nikola [22]. D.N. Isaev [19], I.F. Markovskaya [24], emphasizing her attention to the neuropsychological evaluation of the formation of memory in norm and in children of the "risk group", considering the current state of psychological diagnosis in defectology.The other scientists examined the issues of teaching, education, correction and prevention of children with mental disorders and deviations (V.M. Astapov, Y. Mikadze [3], L.S. Vygotsky [11], V.I. Garbuzov [27], A.S. Spivakovskaya [33], L.S. Tsvetkova [40], N.L. Belopolskaya [6] and etc.).

In view of the fact that we were tasked with investigating emotional disturbances in children, it seemed necessary for us to consider separate approaches, to present an analysis of the literature on this issue.

So speaking about the features of fear in children, the causes and forms of its manifestation, one can not but pay tribute to the work of J. Bowlby [7, p.48], who, with scrupulous accuracy, analyzed the determinants of fear, calling them "natural styles and their derivatives "[7, p. 88]:

If we take a quick look to the problem in the history of Western trends and schools, we will see that from the beginning of the 20th century all attempts at consid-

ering fear were of a clinical nature, reflected in the psychoanalytic approach of Z. Freud, who, examining this question, dwelt on the concept of anxiety, singling out its two types: objective and neurotic [36, p. 48].

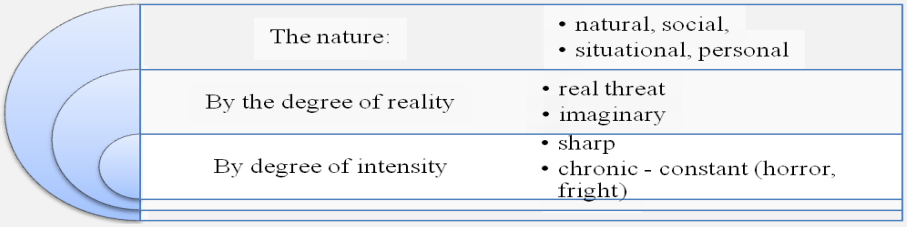
A significant contribution to the study of children's problems was made by A. Freud, who noted in her work "The Norm and Pathology of Child Development": "the pathogenic role of fear and guilt, and the fact that creating an atmosphere of freedom from fear in childhood is the best guarantee of preventing neuroses" 35, p.77].

Over time, there is a marked decrease in the influence of psychoanalysis, which is associated with the previous concepts of the neuroses of A. Adler [1, p. 46], K. Jung [51], the subsequent spread of psychodynamic personality theory: K. Horney [50], H. Sullivan [31] , K. Rogers [30], the practice of behavioral and group psychotherapy: V.Vulfa [10], A. Bandura [5], J. Moreno [25], and also the appearance of works devoted to family psychotherapy as a whole unit - Ackermann [47]. A special place is occupied by works that are devoted to the consideration of aggression in children [44, 45].

We are particularly interested in A. Adler's research, which represents a vast experience for us with children with characterological disorders, neurosis. The use of rational psychotherapy in working with them allowed him to correct spoiling in the nature of children, which contributes to the emergence of a morbid consciousness, emotional disturbances. One can not disagree with A. Adler, who compares this affliction in children with physical inferiority. So, in the introduction to his work "The Science of Characters" he wrote: "Most parents complain from time to time that they can not understand their children, and at the same time, most children say that their parents do not understand. All of our relationships to another person depend on how much we understand it, which means that this understanding is the basis of any relations in society "[1, p.7].

A significant contribution to the development of this problem was made by the Russian physiologist I.P. Pavlov [28] who, examining the physiological aspects of this process closely connected with anxiety, revealed the protective nature of fear based on the instinct of self-preservation.

Considering the problems arising in childhood and associated with anxiety, fears, aggression, we could not bypass the works of A.I. Zakharov, who presented to our eyes a very complete classification of the fears and causes that cause them. After analyzing this material, we tried to combine it and present it in the form of the following table: [15, p.247].



Analyzing the difficulties that arise at the stage of preschool formation and development of the child's personality, we come to a conclusion that is consonant with the

statements of O. V. Khukhlayeva. and O. E. Khukhlaeva: "Aggression and fears are the" language "with which the child reports mental distress" [39, p. 5].

Our task is to hear and see what is happening with the child and the family should help him in this. Separate studies devoted to the identification of the role of the family in the emergence of neurosis and fear in children were conducted: T.P. Gavrilova. [14], Gippenreiter Yu.B. [15]. As noted by Gippenreiter Yu.B. "A child is born small, weak and defenseless. He survives, and becomes a person only with the participation of an adult. The desire for human contact with parents is inherent in the child "[14, p.10].

Although the authors working in this field are inclined to recognize the fact that there is a connection between fear and anxiety, however, we believe that our knowledge of the presence of anxiety in a person is not always an indisputable proof of the presence of fear. Most likely, on this issue should be approached somewhat more, paying attention to the specific situation, the individual characteristics of the individual. A special place in the consideration of the nature of aggressiveness was taken by E. Fromm's work, who noted: "It is nevertheless necessary to strictly distinguish between biologically adapted, life-supporting aggression, benign, from malignant aggression not related to the preservation of life" [37, p.233].

It should be emphasized the study of prof. Ilyina E.P. [17, 18], Kornienko A.A. [21], Smirnova E.O. [32] who revealed the key issues, both psychology of fear and aggressive behavior, and presented to our attention the methods for correcting unwanted behavior of the child, the author's methods of psychodiagnostics, the formation and correction of character in children, which certainly helped us in working with children.

Moreover, of course, one cannot but mention the contribution of Azerbaijani scientists [2, 4,13, 41], who in their works touched upon certain issues of child psychology: the development of the emotional sphere, the difficulties associated with the transition period, the role of the family in the development of the child and the appearance of their psychological problems.

In view of the fact that we used metaphorical associative maps in our work, the specificity of which lies in the possibilities inherent in each person - to fantasize, to think out, and in some cases to transfer a personal problem to the image shown in the figure, I would like to mention several works, which helped us in the work on their application. In spite of the fact that German and Israeli specialists developed a great deal in this direction, it should be emphasized that the merit of the Russian scientists: N.V. Buravtsova [8], G. Katz [20], E. Morozovskaya [26], T. Ushakova [34], not less significant.

In the process of working with children, watching them, communicating with parents and caregivers, we became convinced that the sooner you start working with children, the easier it is to prevent the emergence of anxiety, fear, aggression, shyness, isolation, etc. After a brief review of the literature that we used in our work, we should focus on the aims and objectives of the study.

Results.

So, the purpose of our research was the development and application in practice of a conceptual basis for the use of diagnostic and correction methods used in the work

of a psychologist with children of a pre-school institution. The goals set assume the following tasks:

- to reveal the subject area of this study, summarizing the information on diagnostic and corrective methods of personality research;
- to reveal as a result of diagnostic work emotional disturbances in children by the following indicators: fear, aggression, anxiety, disadaptation and conduct a comparative analysis before and after correction;
- to justify the importance and necessity of using associative metaphorical maps in working with children (and also with parents) as an innovative tool for more effective work with a specific case;
- Investigate and summarize the findings on the impact of family reunification, identifying the relationship between the type of inappropriate education and the development of emotional and behavioral disorders in children;
- Develop a psycho-corrective program for children;

The scientific novelty of the research consists of: a new interpretation, modification and adaptation of some test methods - (author's psychocorrection program for working with emotionally unbalanced, aggressive, shy, closed children, a set of metaphorical associative maps "My fear!" (Author's deck, tales), in the development and testing of new psychocorrectional and training, psycho-prophylactic programs that significantly affect the mental health of the detective.

For the experimental part of the study, several pre-school children's institutions in Baku were selected. As noted at the beginning of the article, the first stage of the study was a preliminary acquaintance, necessary for the selection of participants in the psychocorrection group. We expected to build the work in the following way: to reveal the presence of fears in children, to determine the level of anxiety, to diagnose the presence of aggression in children. The sample was 112 people. To begin with, a conversation was held with the children about fears. With those children who experienced difficulties in the conversation, we applied metaphorical maps, which made it easier to identify psychological problems in children of a particular age group.

The cumulative responses of the child were grouped according to the types of fears. When conducting a conversation about fears, we besides questions: what are you most afraid of? When you are alone, get sick, unfamiliar children, teacher, punishment, terrible dreams, darkness, wolf, dogs, spiders, snakes, cars, trains, aircraft, earthquake, storm, flood, hurricane, fire, fire, blood, etc., used pictures on a given topic, thereby slightly modifying the technique, which helped us to collect data faster for each subject. All research data are more fixed and recorded in the protocol, taking into account the emotional response, facial expressions, response speed, truth of reasoning, etc., which is reflected in table 1.

Table 1.
Indicators of fear in children

Kinds of fear	Quantity	B %
1. The darkness	22	23,4%
2. Blood	19	20,2 %
3. Animals	15	15,9%
4. Fairy-tale characters	13	13,8%
5. Element	10	10,6%
6. The doctor	9	9,5%
7. Transportation	6	6,3%

Kinds of fear were registered in 94: 51 - girls, 43 – boys out of 112 children, 18 children had no fear at all.

In the framework of the pilot study, we planned to work out a link between the presence of these problems in children with the situation in the family, the type of upbringing, the relationship between parents and children. However, at this stage, assuming that the high anxiety of children is associated with family disorders, with traumatic life experience, we considered it appropriate to apply the most appropriate anxiety test for R. Temlle. M.Dorky, V.Amena. It is he who allows us to determine anxiety with respect to a number of normal everyday situations for the child, which is expressed in communication with other people. Anxiety, in addition, is viewed as a kind of emotional state, the function of which is to create conditions as close as possible to those that are safe for the individual. The experimental material, consisting of 14 figures, is interesting both in practical and theoretical terms (the figures are presented for boys and separately for girls - 2 options). Children were offered pictures that depicted typical situations for preschoolers: play with younger children, a child and a mother with a baby, an object of aggression, dressing, playing with older children, putting to bed alone, washing, reprimanding, ignoring, aggressive attack, picking up toys , isolation, a child with parents, eating alone. When presented to the children with pictures illustrating these situations, they were asked to answer the question: they experience joy or anxiety when viewing them and show their feelings on the proposed two drawings depicting: 1-sad face of the child; 2-the child's joyful face. In a special protocol, we fixed the child's choice of the corresponding picture.

Testing was carried out individually with each child. The protocols were subjected to quantitative analysis. We calculated the child's anxiety index (AI). According to the results of the anxiety test (R.Temmel, M.Dorky, V.Amen), the indices were distributed as follows: among 102 children who participated in the testing, 102 children had different levels of anxiety: a high in 54 (48,2%), the average in 36 (32,1%), low in 12 (10,7%) - (table-face 2.).

Table 2.
Level of anxiety in preschool children

Total	High level of anxiety	Average level of anxiety	Low level of anxiety
112 чел.	54 (48,2%)	36 (32,1%)	12 (10,7%)

In addition, we successfully used the projective methodology of A.I. Zakharov "What I dream terrible or what I fear during the day." It's no secret that in the drawings of a person his inner world is displayed, all that disturbs him can not find his place in real life. The function of projective methods pursues exactly the same, in our case we used them to identify fear. In our study, the child was asked to draw what he most feared, what worried him. Moreover, it should be noted that we used in parallel metaphorical maps ("My fear") and technique - "Expanding the drawing", which had a great practical effect. Its essence lies in the continuation of the conjecture, the completion of the story of the chosen map, placed in the middle of the blank page around which the plotting of the plot, lines, and pattern is done. Such metaphorization, immersion of a person in his inner world, allows, on the one hand, to go deeper into his problem, through the process of drawing, to weaken the disturbing component of it (since, drawing, a person partially gets rid of fears, anxieties, aggression). On the other hand, what is important, the sense of control over the situation begins to grow. It should be noted that this technique was developed by the English psychologist D. Vinnicott (the scribble of D. Vinnicott), and this process he directly linked with the game: "The game is an experience, always a creative experience, and this experience is in the space-time contiuum, the basic form of life" [9, p.41]. If we take into account the fact that the game is the leading activity of the preschooler, we synthesized various techniques and techniques quite successfully, whereby through the game activity we achieved the result by obtaining the information we needed about the children's fears, aggression, anxiety, etc. It was noticed that due to the creation of a casual game situation, during the conversation, discussion of his fears, the child was liberated and tried to change his attitude towards him (verbalization of fear). We used the metaphorical maps "From the chest of the past" (the children were asked to choose pictures that corresponded to two emotions related to the life of the child, his childhood: positive and negative), created the conditions for children to behave freely and choose maps characterizing their actual state. And, in the course of work, gradually the fear turned into a temporary arising and solvable vital difficulty. During our research, the following results were obtained: 40% of children did not draw fear at all, 60% drew it. Consequently, it can be assumed that 60% of children have overcome fear. Painted fear from now on was perceived as a long time ago, left in the past. Thus, thanks to the drawings, gradually, the element that traumatizes the child's psyche reduced its effectiveness, went into the background. It should be noted that in some drawings gray and dark tones predominated, indicating a negative mood, pessimism, the presence of fears and anxiety in the child's life. The use of bright, bright tones indicates a positive background. At 23 children in drawings there was a praiseworthy confidence, accurate comprehension of that he wants to draw, bright paints, precise contours, etc. Forty children had anxiety, drawing a picture, uncertainty, anxiety about whether he was drawing correctly, hesitant choice of colors,

repeated cessation, then return to the drawing, hatching, some aggression. Analyzing the results obtained in the course of the diagnostic examination of children, we were able to identify the hidden and obvious fears of children, to determine the emotional background in which the child develops.

Turning to the identification of aggression in preschool children, our observations made it possible to note a sufficiently high frequency of aggressive forms of behavior in children, which was expressed in the desire to strike, take away a toy, etc. The results of the child aggression were distributed as follows:

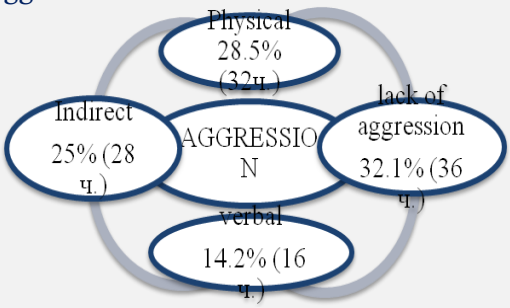


Fig. 2. The ratio of indicators of aggression in preschoolers.

As we see that the highest rates were recorded in physical and verbal aggression. As an example of indirect aggression, imitative aggression was identified, with physical and verbal aggression in almost equal numbers in girls (22) and boys (26). In addition, we used projective techniques: "The non-existent animal" and "Cactus", which also revealed the presence of aggression in children. Of the 112 children (42.7%), 48 (we used physical and verbal aggression indicators, although there was enough indirect aggression -28 (25%), the absence of aggression was recorded in 36 people - 32.1%). The revealed agression was expressed in disobedience to an adult, whims, boldness towards children of a given age group.

Diagnostic block revealed the presence of the following indicators in children of this age group:

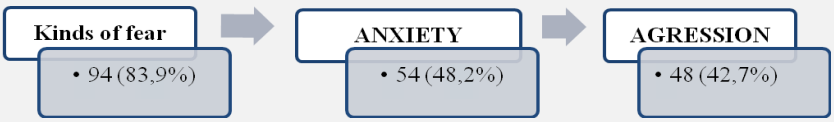


Fig. 3. Indicators of fear, anxiety, aggression in the preschool group.

It should be noted that by the end of the pre-school stage of the development of the child the prerequisites to the formation of aggressiveness could be traced, which could transform into a sufficiently stable quality of personality, so it seemed important to us not only to diagnose the presence of this fact, but to help children get rid of this problem by preparing and introducing into preschool children's institution psychocorrectional program. The use of a sufficiently large number of methods, especially projective ones, was caused by the specifics of working with children, it was thanks to them that we were able to determine in a short time the presence of fears, anxiety and aggression. The gaming activity through which we tried to organize our work facilitated

the coordination of our work, both in the group and in case of individual work with the child. High rates, of course, have alarmed us, since the presence of these problems is a signal to help children who have difficulties in the emotional sphere. It is the ability to promptly identify, help and direct, correct their behavior - this is the main task that we pursued throughout the longitudinal study.

In view of the fact that the above mentioned problems were found in children, the next step in our work was the identification of the reasons contributing to the emergence of these reactions. Of course, in this matter we would be helped by parents, which served as an impetus for our further work. At this stage of the study, we were faced with the task of identifying the characteristics of the child's relationship in the family. To this end, the following methods were used: "Family drawing" (Homentauskas G.T), questionnaire of parental relation (QPR) A.Ya.Vargi and V.V. Stolin, for diagnosis of the parental position in relation to the child and "Analysis family interrelations "(AFİ) by E.G.Eidemilerer.

The "Family Scheme" method proved to be very effective from the point of view of determining the presence of problems in the families of children. However, we continued the research to obtain additional information about the characteristics of the child-child relations, using the questionnaire of the parental relationship (QPR) A.Ya.Vargi and V.V.Stolin - for the diagnosis of the parental position in relation to the child and "Analysis of family relationships" (AFR) by E.G. Eide-millerer. This technique has allowed us to identify different types of non-family mental education (emotional rejection, dominant and condoning hyperprotection, cruel treatment, increased moral responsiveness and hypoprotection), and deviations in the relationship of parents to children, as well as personal unconscious problems of parents. We obtained the following results:

Table 3.

Indicators for the parental questionnaire test - A.Ya.Varga and V.V.Stolin

Parent type	Number of families, in%
1. "Little loser"	25,8% (29 households)
2. "Authoritarian hyper-socialization"	23,2% (26 households)
3. "Acceptance-rejection"	21,4%; (24 families)
4. "Symbiosis"	16,0% (18 households)
5. "Cooperation"	13,3% (15 households)

The use of the questionnaire for the parents "Analysis of Family Relationships" (DIA) by E.G. Eidemiller revealed the following:

Table 4.

Types of family education. Results of the questionnaire for parents "Analysis of family relationships" (DIA)

Type of family upbringing	Numbers of children 112
1. Dominant hyperprotection (DH)	19,6% (22)
2. Emotional rejection (ER)	19,6% (22)

3. Compulsive hyperprotection (CH)	16% (18 ч.)
4. Ill-treatment (IT)	16% (18)
5. Increased moral responsibility (IMR)	16% (18)
6. Hypoprotection (H -)	12,5%(14ч.)

The correlation of indicators by two methods revealed high scores on the scale: "small loser" – 25,8% (29 families) and "authoritarian hyper-socialization – 23,2% (26 families); "Acceptance-rejection" – 21,4%; (24 families), emotional rejection – 19,6% (22 families) and the dominant hyperprotection - 19,6% (22 families).

The lowest scores were scales - "cooperation" - a favorable image of the parental relationship, expressed in cooperation - 13.3% (15 families) and hypoprotech - hypoopecia, lack of attention and control by parents, the child is left to the mercy of fate - 12, 5% (14 families). In our further work with parents, the reason for this attitude towards children was explained by the heavy workload, the problems prevailing in the family. It was in these families that children were exposed to a huge number of fears, which led to the conclusion that there is a close interdependence between the type of family upbringing and development of fears, anxiety and aggressive behavior of the child. Thus, determining the relationship between the type of family education and the presence of fears in children, we obtained the following results:

Table 5.

The relationship between the type of family education and fears in preschool children (83.9%, 94 hours)

Type of family upbringing	Fears, number of%
1. Emotional rejection (ER)	21 (22,3%)
2. Ill-treatment (IT)	16 (17%)
3. Dominant hyperprotection (DH)	17 (18,0%)
4. Competing hyperprotection (CH)	16 (17%)
5. Hypoprotection (H)	10 (10,6%)
6. Increased moral responsibility (IMR)	14 (14,8%)

Analysis of the interdependence between the type of family education and the presence of anxiety (the level of high anxiety 48,2%, 54 children was taken) in children was expressed as follows (table 6):

Table 6.

The relationship between the type of family education and anxiety in preschool children (level of high anxiety 48,2%, 54 children)

Type of family upbringing	Anxiety, number of %
1. Emotional rejection (ER)	29,6% (16)
2. Ill-treatment (IT)	27,0% (15)
3. Dominant hyperprotection (DH)	20,3% (11)
4. Hypoprotection (H)	14,8 % (8)
5. Competing hyperprotection (CH)	7,4 % (4)

In families with increased moral responsibility, the presence of anxiety was not recorded.

Table 7.

The relationship between the type of family education and aggression in pre-school children (the level of aggression (physical, verbal and indirect) is 67.8%, 76 hours).

Type of family upbringing	Aggression, number of%
1. Ill-treatment (IT)	17 (22,3%)
2. Emotional rejection (ER)	20 (26,3%)
3. Dominant hyperprotection (DH)	16 (21%)
4. Hypoprotection (H)	12 (15,7%)
5. Competing hyperprotection (CH)	11 (14,4%)

The analysis of the results obtained with the use of questionnaires, as well as the methods of "Family drawing", the solution of situational problems, revealed the problems that children have in the family: conflict, anxiety, feelings of rejection, misunderstanding. Note that in most cases this was due to problems in the family and the wrong type of upbringing. The processing of the available material made it possible to draw conclusions about the absence of an emotionally favorable climate in most families. And this, in turn, is the main source of the emergence of neurosis, fear, anxiety and aggression in children. Our work involved not only identifying existing fears, but also the possibility of overcoming them, applying various methods of working with children.

Thus, we collected information about the child's development in the best possible way, on the relationships of children in the family, the child's education styles were studied, good contact was established with both children and with parents and a correctional group , according to the results of the pre-diagnosis diagnosis in the work with the psychologist, moreover, psychological help was rendered to both the children and their parents.

Discussions.

So, the diagnostic work we did to identify emotional instability, anxiety, fears, aggression in preschool children was carried out, the results necessary for further work were obtained. Undoubtedly, this problem was the subject of study of many scientists.

However, we had several other tasks before us, and the hypothesis of the study, originally proposed by us, which we tried to prove, found full confirmation: a close relationship between the types of family upbringing and the formation of fears, anxiety, aggression in children was revealed. In addition, we found a link within these categories, which we tried to identify, and not only the existing, accepted authoring techniques helped us, but also the associative maps developed by us, which, in the process of working with children and parents, showed their great practical orientation and effectiveness.

Diagnostic work with children has convinced us that most of the children have difficulties in communicating with other children, in expressing their emotions, etc. I would like to compare the results with the data of other researchers, try to give possible explanations for similarities and contradictions with other studies. In psychological science, the fact of the negative influence of intrafamily problems on the occurrence in children of neurotic symptoms, aggression, and sometimes, on the contrary, closure, immersion in oneself, is not disputed. It is known that the presence of problems in the family, the departure of one of the parents, endless quarrels, conflicts, inconsistency in education, inadequate behavior of the parents themselves, lack of communication with the child, etc., all this further leads to changes in the mental health of the child. The work of psychologists contains not only statements, but also a rationale for the causes of fears in children, one of which is the family, family strife, negative background, reigning in the family, lack of child-rearing skills, etc.

It seemed to us important to note the similarities and differences that arose in the course of work on this problem. If we give reasons for the similarity and generality of opinions on this issue with other scientists, it is important to note that there are many similar positions on the main research pillars of the study, both in considering the causes of fear, their types, age characteristics, and on issues related to anxiety, aggression, etc. We do not in any way try to deny this fact, however, taking into account individual, national characteristics in working with children - revealed a number of specific features and caused the differences that arose in the study of this problem between Russian and Azerbaijani scientists. Differences in upbringing, mental features of the Azerbaijani family - all this left its mark, both in the process of consultation of parents, and in a conversation with children, when analyzing their drawings related to the family problem. This fact was also taken into account when preparing the correctional program. Certain difficulties arose when working with single-parent families and with parents who refused to participate in the correctional process, although the children had serious psychological problems.

The work carried out by us, of course, was of great practical importance, in view of the fact that the corrective program used was effective (there was a big difference between the control and experimental groups), which allowed to continue the research, expanding the scope of the program in other pre-school institutions. I would like to note the fact that in our research work we used author's associative maps based on national fairy tales, which very effectively helped to work with closed, aggressive children, and metaphorical maps for parents took a special place in the preparation and implementation of the correctional program (From the Trunk of the Past).

As a research that is supposed to be prepared and implemented in the future is a project for preschool and school institutions, the essence of which is the creation of a coordination council for the organization of the psychological service of both pre-school and school institutions, based on the introduction of a more modern integrated program that takes into account well-coordinated work psychologist, valeologist and social teacher (project "School of the Future").

Conclusions.

Proceeding from the purpose of our research, we made an attempt to determine the presence of fears in preschool children, to reveal the influence of the internal atmosphere of the family on the development of fears in children; to develop recommendations and carry out corrective work on overcoming fears among preschool children.

As a result of the study, we came to the following conclusions:

- Diagnosis of children revealed the presence of high indicators for all parameters;
- After corrective work, the level of fears decreased slightly and remained in 89 children: 47 girls, 42 boys. From 83.8% it decreased to 79.4%;
- According to the results of the anxiety test (R.Temmel, M. Dorky, V. Amen): the presence of a high level of anxiety in 54 (4.2%) decreased to 32 (28.5%);
- The level of aggression detected in 48 (42.8%) to the end of the corrective work slightly decreased - 19 (39.5%);
- The "Family pattern" technique revealed the presence of neurotic symptoms in the behavior of the child, which in the course of the study we associated with the presence of emotional instability in families in children.

Table 8.

The summary table of a parity of type of family education with indicators: fear, uneasiness, aggression

Type of family upbringing	Fear	Anxiety	Agression
1. Emotional rejection (ER)	21 (22,3%)	16 (29,6%)	20 (26,3%)
2. Ill-treatment (IT)	16 (17%)	15 (27,0%)	17 (22,3%)
3. Dominant hyperprotection (DH)	17 (18,0%)	11 (20,3%)	16 (21%)
4. Hypoprotection (H)	16 (17%)	8 (14,8 %)	12 (15,7%)
5.Containing hyperprotection (CH)	10 (10,6%)	4 (7,4 %)	11 (14,4%)
6. Increased moral responsibility (IMR)	14 (14,8%)	-	-

In working with children and parents, we noted for ourselves an important point associated with associative maps: metaphorical associative maps (pictures for children) were a very mobile means of obtaining the necessary information, the level of diagnosing the problem was simple and accessible even in cases where the child is closed and does not want to communicate with a stranger.

Experimental studies that conducted in kindergartens were continued by introducing special classes to the regime of kindergartens, helping to get rid of fear, anxiety, aggression, isolation. Consultative psychological help was provided to parents, which consisted in correcting their behavior towards their children. We conducted special seminars for parents to familiarize them with the latest methods and technologies of working with children, organized trainings with the help of which parents' knowledge of the peculiarities of the mental development of preschool children was enlarged and recommendations for preventing the occurrence of emotional instability in children were given.

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